Mark R Wilson

List of Publications by Year in descending order

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#	Article	IF	CITATIONS
1	The Multidimensional Random Coefficients Multinomial Logit Model. Applied Psychological Measurement, 1997, 21, 1-23.	1.0	689
2	Environmental knowledge and conservation behavior: exploring prevalence and structure in a representative sample. Personality and Individual Differences, 2004, 37, 1597-1613.	2.9	631
3	Goal-directed conservation behavior: the specific composition of a general performance. Personality and Individual Differences, 2004, 36, 1531-1544.	2.9	316
4	A Competence Model for Environmental Education. Environment and Behavior, 2014, 46, 972-992.	4.7	291
5	Measuring progressions: Assessment structures underlying a learning progression. Journal of Research in Science Teaching, 2009, 46, 716-730.	3.3	249
6	From Principles to Practice: An Embedded Assessment System. Applied Measurement in Education, 2000, 13, 181-208.	1.1	210
7	Diagnostic Assessment With Ordered Multiple-Choice Items. Educational Assessment, 2006, 11, 33-63.	1.5	198
8	The Rasch Testlet Model. Applied Psychological Measurement, 2005, 29, 126-149.	1.0	129
9	Saltus: A psychometric model of discontinuity in cognitive development Psychological Bulletin, 1989, 105, 276-289.	6.1	125
10	A Conceptual and Psychometric Framework for Distinguishing Categories and Dimensions Psychological Review, 2005, 112, 129-158.	3.8	104
11	Learning in Digital Networks – ICT literacy: A novel assessment of students' 21st century skills. Computers and Education, 2017, 109, 11-37.	8.3	104
12	Rasch models for item bundles. Psychometrika, 1995, 60, 181-198.	2.1	98
13	The Rasch Rating Model and the Disordered Threshold Controversy. Educational and Psychological Measurement, 2012, 72, 547-573.	2.4	89
14	Road Maps for Learning: A Guide to the Navigation of Learning Progressions. Measurement, 2011, 9, 71-123.	0.2	75
15	Exploring Local Item Dependence Using a Random-Effects Facet Model. Applied Psychological Measurement, 2005, 29, 296-318.	1.0	72
16	Assessment to improve learning in higher education: The BEAR Assessment System. Higher Education, 2006, 52, 635-663.	4.4	67
17	The Evidence-Based Reasoning Framework: Assessing Scientific Reasoning. Educational Assessment, 2010, 15, 123-141.	1.5	67
18	An introduction to the Rasch measurement approach for metrologists. Measurement: Journal of the International Measurement Confederation, 2014, 51, 315-327	5.0	65

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19	Improving measurement in health education and health behavior research using item response modeling: comparison with the classical test theory approach. Health Education Research, 2006, 21, i19-i32.	1.9	64
20	On the philosophical foundations of psychological measurement. Measurement: Journal of the International Measurement Confederation, 2016, 79, 311-320.	5.0	64
21	The shape of development. European Journal of Developmental Psychology, 2005, 2, 163-195.	1.8	58
22	Psychometric Evaluation of an Instrument to Measure Prospective Pregnancy Preferences. Medical Care, 2019, 57, 152-158.	2.4	57
23	Mapping student understanding in chemistry: The Perspectives of Chemists. Science Education, 2009, 93, 56-85.	3.0	56
24	Rethinking ICT literacy: From computer skills to social network settings. Thinking Skills and Creativity, 2015, 18, 65-80.	3.5	54
25	Gender Differences in Large-Scale Math Assessments: PISA Trend 2000 and 2003. Applied Measurement in Education, 2009, 22, 164-184.	1.1	50
26	Quantities, Quantification, and the Necessary and Sufficient Conditions for Measurement. Measurement: Journal of the International Measurement Confederation, 2017, 100, 115-121.	5.0	49
27	Measuring pregnancy planning. Demographic Research, 2010, 23, 293-334.	3.0	49
28	The Ordered artition Model: An Extension of the Partial Credit Model. Applied Psychological Measurement, 1992, 16, 309-325.	1.0	47
29	Improving measurement in health education and health behavior research using item response modeling: introducing item response modeling. Health Education Research, 2006, 21, i4-i18.	1.9	47
30	Generalizability in Item Response Modeling. Journal of Educational Measurement, 2007, 44, 131-155.	1.2	47
31	Making Measurement Important for Education: The Crucial Role of Classroom Assessment. Educational Measurement: Issues and Practice, 2018, 37, 5-20.	1.4	47
32	Interrelationships among students' study activities, self-concept of academic ability, and achievement as a function of characteristics of high-school biology courses. Applied Cognitive Psychology, 1993, 7, 499-532.	1.6	43
33	Validating a Learning Progression in Mathematical Functions for College Readiness. Mathematical Thinking and Learning, 2011, 13, 259-291.	1.2	42
34	The Campbell Paradigm as a Behavior-Predictive Reinterpretation of the Classical Tripartite Model of Attitudes. European Psychologist, 2019, 24, 359-374.	3.1	42
35	Formulating the Rasch Differential Item Functioning Model Under the Marginal Maximum Likelihood Estimation Context and Its Comparison With Mantel–Haenszel Procedure in Short Test and Small Sample Conditions. Educational and Psychological Measurement, 2011, 71, 1023-1046.	2.4	40
36	Using the concept of a measurement system to characterize measurement models used in psychometrics. Measurement: Journal of the International Measurement Confederation, 2013, 46, 3766-3774.	5.0	40

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37	A construct-modeling approach to develop a learning progression of how students understand the structure of matter. Journal of Research in Science Teaching, 2017, 54, 1024-1048.	3.3	40
38	A Model of Cognition: The Missing Cornerstone of Assessment. Educational Psychology Review, 2011, 23, 221-234.	8.4	39
39	Marginal maximum likelihood estimation for a psychometric model of discontinuous development. Psychometrika, 1996, 61, 41-71.	2.1	38
40	Domain-general and domain-specific developmental assessments: do they measure the same thing?. Cognitive Development, 2003, 18, 61-78.	1.3	36
41	A Framework for Analyzing Scientific Reasoning in Assessments. Educational Assessment, 2010, 15, 142-174.	1.5	36
42	Detecting and Interpreting Local Item Dependence Using a Fannily of Rasch Models. Applied Psychological Measurement, 1988, 12, 353-364.	1.0	32
43	Does participation in an intervention affect responses on self-report questionnaires?. Health Education Research, 2006, 21, i98-i109.	1.9	30
44	Explanatory Secondary Dimension Modeling of Latent Differential Item Functioning. Applied Psychological Measurement, 2011, 35, 583-603.	1.0	30
45	The quality of measurement results in terms of the structural features of the measurement process. Measurement: Journal of the International Measurement Confederation, 2018, 116, 611-620.	5.0	29
46	Complex Composites: Issues That Arise in Combining Different Modes of Assessment. Applied Psychological Measurement, 1995, 19, 51-71.	1.0	28
47	Exploring plausible causes of differential item functioning in the PISA science assessment: language, curriculum or culture. Educational Psychology, 2016, 36, 378-390.	2.7	28
48	The partial credit model and null categories. Psychometrika, 1993, 58, 87-99.	2.1	27
49	Modeling Randomness in Judging Rating Scales with a Random-Effects Rating Scale Model. Journal of Educational Measurement, 2006, 43, 335-353.	1.2	26
50	Seeking a Balance Between the Statistical and Scientific Elements in Psychometrics. Psychometrika, 2013, 78, 211-236.	2.1	24
51	Evaluating the properties of a stage-specific self-efficacy scale for physical activity using classical test theory, confirmatory factor analysis and item response modeling. Health Education Research, 2006, 21, i33-i46.	1.9	23
52	Modeling Data From Collaborative Assessments: Learning in Digital Interactive Social Networks. Journal of Educational Measurement, 2017, 54, 85-102.	1.2	23
53	Intersubjectivity of measurement across the sciences. Measurement: Journal of the International Measurement Confederation, 2019, 131, 764-770.	5.0	23
54	The construct of internalization: conceptualization, measurement, and prediction of smoking treatment outcome. Psychological Medicine, 2005, 35, 395-408.	4.5	22

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55	Assessment of Differential Item Functioning in Testlet-Based Items Using the Rasch Testlet Model. Educational and Psychological Measurement, 2005, 65, 549-576.	2.4	22
56	Cognitive Diagnosis Using Item Response Models. Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie, 2008, 216, 74-88.	1.0	22
57	Examining the Internal Structure Evidence for the Performance Assessment for California Teachers. Journal of Teacher Education, 2014, 65, 402-420.	3.5	22
58	Perspectives on Methodological Issues. , 2012, , 67-141.		22
59	On the Relationship Between Differential Item Functioning and Item Difficulty. Educational and Psychological Measurement, 2012, 72, 5-36.	2.4	21
60	Explanatory Item Response Models. , 0, , 247-266.		21
61	Psychometric Principles in Student Assessment. , 2003, , 489-531.		20
62	Stability of Retrospective Pregnancy Intention Reporting Among Women with Unwanted Pregnancies in the United States. Maternal and Child Health Journal, 2019, 23, 1547-1555.	1.5	19
63	A Comparison of Deterministic and Probabilistic Approaches to Measuring Learning Structures. Australian Journal of Education, 1989, 33, 127-140.	1.5	18
64	Introducing multidimensional item response modeling in health behavior and health education research. Health Education Research, 2006, 21, i73-i84.	1.9	18
65	Local Item Dependence for Items Across Tests Connected by Common Stimuli. Educational and Psychological Measurement, 2005, 65, 5-27.	2.4	17
66	Adaptive technology for eâ€learning: principles and case studies of an emerging field. Journal of the Association for Information Science and Technology, 2007, 58, 2295-2309.	2.6	16
67	Validation of the International Classification of Functioning Disability and Health framework using multidimensional item response modeling. Disability and Rehabilitation, 2010, 32, 1397-1405.	1.8	16
68	Community-based teacher professional development in remote areas in Indonesia. Journal of Education for Teaching, 2018, 44, 212-231.	2.0	16
69	Contrasting the expectations for student understanding of chemistry with levels achieved: a brief case-study of student nurses. Chemistry Education Research and Practice, 2006, 7, 170-184.	2.5	13
70	Introducing equating methodologies to compare test scores from two different self-regulation scales. Health Education Research, 2006, 21, i110-i120.	1.9	13
71	Trifactor Models for Multiple-Ratings Data. Multivariate Behavioral Research, 2019, 54, 360-381.	3.1	13
72	Assessment of Learning in Digital Interactive Social Networks: A Learning Analytics Approach. Online Learning Journal, 2016, 20, .	1.8	13

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73	Polytomous Item Explanatory Item Response Theory Models. Educational and Psychological Measurement, 2020, 80, 726-755.	2.4	12
74	The human sciences, models and metrological mythology. Measurement: Journal of the International Measurement Confederation, 2020, 152, 107346.	5.0	12
75	Application of a Rasch analysis to the examination of the perception of facial affect among persons with mental retardation. Research in Developmental Disabilities, 1996, 17, 161-171.	2.2	11
76	Domain modelling for advanced learning environments: the BEAR Assessment System Software. Educational Psychology, 2019, 39, 1199-1217.	2.7	11
77	Evaluating the Validity of Portfolio Assessments for Licensure Decisions. Education Policy Analysis Archives, 0, 22, 6.	0.4	11
78	Assessment of Complex Cognition: Commentary on the Design and Validation of Assessments. Theory Into Practice, 2015, 54, 263-273.	1.6	10
79	The Use and Validity of Standardized Achievement Tests for Evaluating New Curricular Interventions in Mathematics and Science. American Journal of Evaluation, 2019, 40, 190-213.	2.1	10
80	Using the Partial Credit Model to Investigate Responses to Structured Subtests. Applied Measurement in Education, 1988, 1, 319-334.	1.1	9
81	Measuring a van Hiele Geometry Sequence: A Reanalysis. Journal for Research in Mathematics Education, 1990, 21, 230.	1.8	9
82	Articulating Assessments Across Childhood: The Cross-Age Validity of the Desired Results Developmental Profile–Revised. Educational Assessment, 2010, 15, 1-26.	1.5	9
83	The Nature of Assessment Systems to Support Effective Use of Evidence through Technology. E-Learning and Digital Media, 2011, 8, 121-132.	2.6	9
84	Multidimensional Classification of Examinees Using the Mixture Random Weights Linear Logistic Test Model. Educational and Psychological Measurement, 2015, 75, 78-101.	2.4	9
85	Having your cake and eating it too: Multiple dimensions and a composite. Measurement: Journal of the International Measurement Confederation, 2020, 151, 107247.	5.0	9
86	An online platform for sociocognitive metrology: the BEAR Assessment System Software. Measurement Science and Technology, 2020, 31, 034006.	2.6	9
87	Scale Alignment in Between″tem Multidimensional Rasch Models. Journal of Educational Measurement, 2019, 56, 280-301.	1.2	8
88	Desktop Loglinear Modelling. Australian Journal of Education, 1989, 33, 197-219.	1.5	7
89	Assessment to Improve Learning in Mathematics: The BEAR Assessment System. , 0, , 311-332.		7
90	Building out a measurement model to incorporate complexities of testing in the language domain. Language Testing, 2011, 28, 441-462.	3.2	7

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91	An investigation of the nature of the influences of item stem and option representation on student responses to a mathematics test. European Journal of Psychology of Education, 2013, 28, 1141-1161.	2.6	7
92	Quantification is Neither Necessary Nor Sufficient for Measurement. Journal of Physics: Conference Series, 2013, 459, 012007.	0.4	7
93	Primary Grade Children's Capacity to Understand Microevolution: The Power of Leveraging Their Fruitful Intuitions and Engagement in Scientific Practices. Journal of the Learning Sciences, 2019, 28, 556-615.	2.9	7
94	A Construct Modeling Approach to the Assessment of Reading Comprehension for Adolescent Readers. Reading Psychology, 2019, 40, 191-241.	1.4	7
95	Education and training guidelines for psychological assessment in health service psychology American Psychologist, 2021, 76, 794-801.	4.2	7
96	Improving psychometric methods in health education and health behavior research. Health Education Research, 2006, 21, i1-i3.	1.9	6
97	Psychometrics. , 2013, , 3-30.		6
98	Internal Construct Validity and Reliability of a Quality of School Life Instrument Across Nationality and School Level. Educational and Psychological Measurement, 1988, 48, 995-1009.	2.4	5
99	An IRT modeling of change over time for repeated measures item response data using a random weights linear logistic test model approach. Asia Pacific Education Review, 2012, 13, 487-494.	2.5	5
100	Structured Constructs Models Based on Changeâ€Point Analysis. Journal of Educational Measurement, 2017, 54, 306-332.	1.2	5
101	Empirical Examination of a Learning Hierarchy Using an Item Response Theory Model. Journal of Experimental Education, 1989, 57, 357-371.	2.6	4
102	A meta-structural understanding of measurement. Journal of Physics: Conference Series, 2016, 772, 012009.	0.4	4
103	Assessing pupils' attitudes towards religious and worldview diversity – development and validation of a nuanced measurement instrument. British Journal of Religious Education, 2019, 41, 371-387.	0.8	4
104	Investigation of adolescents' developmental stages in deductive reasoning: An application of a specialized confirmatory mixture IRT approach. Behavior Research Methods, 2020, 52, 224-235.	4.0	4
105	Improving Learning: Using a Learning Progression to Coordinate Instruction and Assessment. Frontiers in Education, 2021, 6, .	2.1	4
106	Development of an assessment tool for mathematical reading, analytical thinking and mathematical writing. International Journal of Evaluation and Research in Education, 2020, 9, 955.	0.7	4
107	Mapping a Data Modeling and Statistical Reasoning Learning Progression using Unidimensional and Multidimensional Item Response Models. Journal of Applied Measurement, 2017, 18, 268-298.	0.3	4
108	Exploring the item features of a science assessment with complex tasks. Measurement: Journal of the International Measurement Confederation, 2018, 114, 16-24.	5.0	3

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109	An innovative measure of orthographic processing: Development and initial validation. Language Testing, 2020, 37, 435-452.	3.2	3
110	Designing a Learning Progression about Micro-Evolution to Inform Instruction and Assessment in Elementary Science. Education Sciences, 2021, 11, 609.	2.6	3
111	On the conceptual foundations of psychological measurement. Journal of Physics: Conference Series, 2013, 459, 012008.	0.4	2
112	A structural framework across strongly and weakly defined measurements. , 2015, , .		2
113	Random Item MIRID Modeling and Its Application. Applied Psychological Measurement, 2017, 41, 97-114.	1.0	2
114	A Taxonomy of Critical Dimensions at the Intersection of Learning Analytics and Educational Measurement. Frontiers in Education, 2021, 6, .	2.1	2
115	A General Saltus LLTM-R for Cognitive Assessments. Springer Proceedings in Mathematics and Statistics, 2015, , 73-90.	0.2	2
116	Validation of a digital tool for diagnosing mathematical proficiency. International Journal of Evaluation and Research in Education, 2020, 9, 665.	0.7	2
117	Developing a Theory of Two Latent Soft Skills Progress Variables using the BEAR Assessment System: Validity Evidence for the Internal Structure of the Social Evaluative in the Workplace Instrument. Journal of Psychoeducational Assessment, 2022, 40, 381-399.	1.5	2
118	Book Review : Rasch Models: Foundations, Recent Developments, and Applications Gerhard H. Fischer and Ivo W. Molenaar (Eds.) New York: Springer-Verlag, 1995, 436 pp., approx. \$54.95. Applied Psychological Measurement, 1995, 19, 392-394.	1.0	1
119	Comments and Thoughts. Measurement, 2011, 9, 169-172.	0.2	1
120	Measurement: Introducing an Introduction. Measurement, 2017, 15, 1-1.	0.2	1
121	Classroom Assessment: Continuing the Discussion. Educational Measurement: Issues and Practice, 2018, 37, 49-51.	1.4	1
122	Using item response theory to describe the Nonverbal Literacy Assessment (NVLA). Psychology in the Schools, 2018, 55, 341-349.	1.8	1
123	Can there be one meaning of "measurement―across the sciences?. Journal of Physics: Conference Series, 2019, 1379, 012022.	0.4	1
124	Introduction to the Special Issue on Classroom Assessment. Journal of Educational Measurement, 2019, 56, 667-669.	1.2	1
125	Keynote: Rethinking measurement for accountable assessment. , 0, , .		1
126	The revised SAT score and its potential benefits for the admission of minority students to higher education. Education Policy Analysis Archives, 0, 23, 113.	0.4	1

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127	Assessing College-Ready Data-Based Reasoning. , 2019, , 93-120.		1
128	Designing and verifying a tool for diagnosing scientific misconceptions in genetics topic. International Journal of Evaluation and Research in Education, 2020, 9, 564.	0.7	1
129	Many hands make light work: Integrating research on primate handedness. Behavioral and Brain Sciences, 1988, 11, 733-735.	0.7	0
130	An Evaluation of Woodruff's Technique for Variance Estimation in Educational Surveys. Journal of Educational Statistics, 1989, 14, 81-101.	0.9	0
131	Assessment as a tool to Understand Students' Conceptions of the Structure of Matter. Journal of Physics: Conference Series, 2016, 772, 012049.	0.4	0
132	Thanks and Farewell!. Measurement, 2017, 15, 111-112.	0.2	0
133	Polytomous item explanatory IRT models with random item effects: Concepts and an application. Measurement: Journal of the International Measurement Confederation, 2020, 151, 107062.	5.0	0
134	Measurement Principles for Gaming. , 2012, , 287-305.		0
135	Some Comments on Representing Construct Levels in Psychometric Models. Springer Proceedings in Mathematics and Statistics, 2013, , 319-334.	0.2	0
136	Developing an assessment framework of multidimensional scientific competencies. International Journal of Evaluation and Research in Education, 2020, 9, 963.	0.7	0
137	Seeking a better balance between efficiency and interpretability: Comparing the likert response format with the Guttman response format. Psychological Methods, 2023, 28, 1358-1373.	3.5	0